Twinsburg City Schools

Assessment Rigor Analysis - Depth of Knowledge (DOK) – Blooms Taxonomy

Grade Level/Subject: _____

PLC:_____

Teacher(s): _____

Directions: Use the chart below to categorize assessment questions. Rigor increases as you go down the chart. While not all questions need be categorized, there must be sufficient examples of the highest levels of rigor.

Exam Makeup %	Level	Learner Action	Key Actions	Sample Question Stems	Pre-Assessment Question Numbers	Post Assessment Question Numbers
20%	Level 1: Remembering, Understanding	Requires simple recall of such information as a fact, definition, term, or simple procedure	List, Tell, Define, Label, Identify, Name, State, Write, Locate, Find, Interpret, Classify, Summarize,	Where is...? When did ____ happen? How would you explain...? Who (what) were the main...? How would you compare…? contrast…? What is the main idea…? How would you summarize…?		
60%	Level 2: Applying, Analyzing	Involves some mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity	Compare, Transfer, Organize, Interpret, Modify, Predict, Classify, Interpret, Deduce, Illustrate	How would you solve ____using what you have learned…? How would you show your understanding of..? How would you apply what you learned to develop…? What facts would you select to show..? How is ____ related to …? Why do you think…? How would you classify …? What is the relationship between…?		
20%	Level 3: Evaluating, Creating	Requires complex reasoning, planning, developing, and thinking, most likely over an extended time. Cognitive demands are high, and students are required to make connections both within and among subject domains.	Critique, Formulate, Hypothesize, Construct, Revise, Support, Discriminate, Design, Argue, Create, Compare	What is your opinion of …? How would you prove…? Disapprove…? Why was it better than…? How would you improve…? How can you invent…? What would you predict as the outcome of…? How can a model be constructed that would change…?		